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**THE INFLUENCE OF USING THINK-PAIR-SHARE TECHNIQUE ON
IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SEVENTH GRADE STUDENTS OF MTs DARUL MASHOLEH
KOTA CIREBON**

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The
Requirements of Undergraduate Degree**



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ABSTRACT

Neli Fauziah. 1410130146: *The Influence of Using Think-Pair-Share Technique on Improving Students' Reading Comprehension in Descriptive Text at Seventh Grade Students of MTs Darul Masholeh Kota Cirebon.*

Reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose. The main problem of the research are the difficulties of students in reading comprehension of English text and students feel unconfident to ask questions to the teacher that should be overcome by certain strategy. This research using cooperative learning strategy "think-pair-share technique" to gave evidence that strategy can increase students reading comprehension.

This research is aimed at finding out whether teaching reading of descriptive text using Think-Pair-Share technique is improves students' reading comprehension. Descriptive text is the text which describes, something, someone, situation and etc. or describe about the way person, places, or things appear. In learning descriptive text, students may heve difficulties in learning it. Students may be confused what to describe although they know the topic which has been given by the teacher. Therefore, in this research, researcher will try to using Think-Pair-Share technique. This strategy is expected to overcome the problem that occurs in the field.

The reseach method is a quantitative which is designed as pre-experimental, that is one group pre-test post-test design. The research was conducted in MTs Darul Masholeh Kota Cirebon. Were population at second grade are 103 students. The technique of collecting data used by test, which is multiple choice test. Try out Instrument test used by validity, reliabillity, difficulty index, and discrimination index. And the technique of analysis data used by t-test and SPSS 18.0 for window.

The result of calculated by independent sample that t_{count} is -12.145 with degree of freedom (df) is $(n-1) 39-1=38$ and the score of sig. (2-tailed) = .000 < 0.05. The value of $-t_{\text{table}}$ for df 38 is -1.685, it means that the value of t_{count} is lower than the value of $-t_{\text{table}}$ (-24.958 < -1.685). So, H_0 is rejected and H_a is accepted, it means that there is positive difference score of test before and after treatment by using learner training. It can be concluded that Think-Pair-Share technique is an effective tool that can help the students' achievement in learning reading comprehension at the seventh grade of MTs Darul Masholeh Cirebon.

In teaching and learning process using Think-Pair-Share technique can increase students reading comprehension based on the result of reasearch Think-Pair-Share technique can be used as an alternative strategy in learning English. In order that students are interested, active and being motivated students to learn independently, then increase students' comprehension in reading descriptive text.

Key words: think-pair-share technique, reading comprehension, descriptive text.






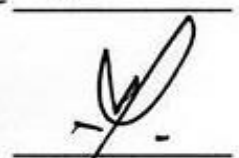


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RATIFICATION

This thesis entitled “**The Influence of Using Think-Pair-Share Technique on Improving Students’ Reading Comprehension in Descriptive Text at Seventh Grade Students of MTs Darul Masholeh Kota Cirebon**” written by Neli Fauziah, student number 1410130146 has been examined on February 6th 2017. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

1.1. Research Background

MTs Darul Masholeh Cirebon is one of the Islamic Junior High School located at Jalan Kedung Menjangan RT/RW. 04/06. The school that included of Darul Masholeh foundation has about 296 students consists of three grades. The first grade consists of about 103 students, the second grade consists of about 98 students and the third grade consists of 95 students. The students of this school are come from some various backgrounds and have different abilities.

At MTs. Darul Masholeh Cirebon. There are some kinds of problem that make the researcher conducting the research. It could be seen of bad of comprehension to the content of the text and difficult to get main idea of each paragraph in the text. The students' participation at the class is little and tends to be passive. At that time, the teacher asked the students to comprehend of it individually. It made a problem for those students who did not interest to read the passage of the text at all and very difficult to comprehend it. The researcher thinks that it was a problem too and more interesting to know the cause of this case. Though, in fact students can get higher score if the students more study and often read the English text. On the other hand, teacher also has to choose appropriate method and has various methods in her teaching because the teaching method takes a big role in learning process at the class.

Besides the problems above, there are many others problems too in reading, such as, the students' condition, like stress as Asher in Jack C. Richards and Theodore S. Rodgers's book (1986:91) said that "An important condition for successful language learning is the absence of stress". The students are bored with the way that the teacher uses and it is very dangerous because according to the statement of Muhibbin Syah (2004:165) "*Peristiwa jenuh ini kalau dialami seorang siswa yang sedang dalam proses belajar dapat membuat siswa tersebut merasa telah memubazirkan usahanya*", (Bored, if it happens to a student who is in the learning process can make the student feel he has wasted his effort). The students are lazy because they are lack of motivation, although motivation is very important in language learning process. Lambert and Gardner (1972), Brown (1980) and Ellis (1986) in Abdul Chaer's book (2003:251) said that "*Belajar bahasa akan lebih berhasil bila dalam diri pembelajar*





ada motivasi tertentu”, (Language learning will be more successful if the learner has a certain motivation). Hasbullah (2001:10) said that: “*Setiap kegiatan apapun bentuk dan jenisnya, sadar atau tidak sadar, selalu diharapkan kepada tujuan yang ingin dicapai. Bagaimanapun, segala sesuatu atau usaha yang tidak mempunyai tujuan tidak akan mempunyai arti apa-apa. Dengan demikian, tujuan merupakan faktor yang sangat menentukan*”, (Every activity, aware or unaware, is driven to the purpose that will be achieved. However, everything or effort that has no purpose means nothing. So, purpose is a very important factor).

Jeremy Harmer (2007:99) say that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their on their spelling and writing. It means that the reading skill become very important in educational field, students need to be exercised and trained in order to have a good reading skills.

Reading is one of the language skill has an important role to understand text book. Someone who is lazy to read cannot follow the development of information that always changes from time to time. Tarigan (2008:3) said that the main objective of reading is getting information including the content and understand the meaning of the context

Reading skill has become a need in this modern society because it is not as a medium of communication and a tool of learning, but it also the easiest way to enlarge knowledge. Anderson (2003) defines more students read the more background knowledge, he acquires of the other ways of life, behavior and taught, and more books he finds, he can understand.

Reading is one of language skill aspect. The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

Many reading techniques have been used in teaching English in classroom alternately. The result show that some are successful with some students but some are



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not. Traditionally, the teacher uses the traditional setting, or model, the teacher doesn't need to divide his students into pairs, he just discussed the lesson in large group or in classroom setting. Students have only a little chance to express their opinion because the teacher speaks all the time. They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen their teacher and make notes for useful information. This strategy is a strategy without pairs' work. The students only receive the knowledge from their teacher: they don't explore the knowledge themselves.

The researcher is interested in using TPS (Think, Pair, and Share) technique as an alternative strategy. The creator of this strategy was Frank Lyman. According to Lyman (2009:213), there are three steps of this strategy as follows: the first is Think. The teacher provokes the students' thinking with a question, prompt, or observation. The students should take a few moments just to think about the question. The second is Pair. It involves the students in partner. It can be a desk mate or randomly. They compare their mental or write notes and identify the answer they think are best, most convincing, or most unique. The last is Share. After students discuss their reason in pairs for a few moments, the teacher calls for pairs to share their idea with the students in the class. This can be done in round robin fashion, calling on each pair randomly, or taking answer as they are called out (or as hands and raise).

Think-Pair-Share technique is very simple to apply. It is observes that Think-Pair-Share technique effects increasing the academic success in addition to the social and intellectual abilities of the students. Various research have shown that especially at the primary, secondary and university level that Think-Pair-Share technique is effective in learning process of theoretical course, in the development of critical thinking process of students, not only in their ability to express themselves, but also in their communication skill. In Think-Pair-Share, student may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. This is particular true of better readers; what may be undesirable as routine procedure has real value as an occasional variation. By seeing the problem, it is important that study English especially reading should be done. The researcher hope there will be an improvement in teaching of English.



1.2. Identification of The Problem

The identification of the problems is needed to give clarification about the problems that will be investigated. The students get trouble in learning reading. They want to be able to improve reading comprehension.

From the background of the problem above, the research of the problem can be identified as follows:

1.2.1 Field of The Research

The field of the reseach in writing this thesis is about method of English teaching, discussing reading comprehension concentrating in the response of the using of Think-Pair-Share technique.

1.2.2 The Kinds of The Problem

There are some kinds of problem that make the researcher conducting the research, namely:

- a. The students are dislike to read
- b. Students are less of reading
- c. Students problem is difficult to read
- d. The students read the text not clearly
- e. The students are not interested to read descriptive text
- f. The students get the problem to comprehend the descriptive text
- g. The students are difficult to retell the content of the descriptive text
- h. Students bord with the convensional method of teaching and the technique.

1.2.3 The Main of Problem

There are some kinds of problem to be researched. Hence, the researcher take the main problem of this thesis is about students' problem to comprehend in descriptive text.

1.3. Delimitation of the Problem

To avoid miss understanding in this study, the researcher will limitation in reading area, especially in reading comprehension descriptive text by using Think-Pair-Share Technique. The researcher focus in descriptive text and Think-Pair-Share Technique to teaching and learning reading comprehension process, this method is cooperative learning. This method is to improve students' reading comprehension in this research. The researcher will conduct the research for about two months, starts



from April until June 2015 at the seventh grade students of MTs Darul Masholeh Cirebon that consist of about 103 students.

1.4. Formulation of The Problem

The researcher has some formulation of the problems in writing this thesis as follows:

1. What is the students' score before using Think-Pair-Share (TPS) technique in descriptive text?
2. What is the students' score after using Think-Pair-Share (TPS) technique in descriptive text?
3. Is there any positive and significant influence of using Think-Pair-Share (TPS) technique on the students' comprehension in reading descriptive text?

1.5. Aims of The Research

The aims of the research in writing this thesis are as follows:

1. To find out the students' score before using Think-Pair-Share (TPS) technique in descriptive text.
2. To find out the students' score after using Think-Pair-Share (TPS) technique in descriptive text.
3. To find out the influence of using Think-Pair-Share (TPS) technique to the students' comprehension in descriptive text.

1.6. Significance of the Research

The use of this research in writing this thesis is expected that it can be useful for the studentst, English teacher and for school. Using Think-Pair-Share technique on the process teaching and learning, the students can be motivated in learning English so it can improve the students' reading comprehension, especially in descriptive text. For a English teacher as facilitator for consideration in an effort to improve the quality of teaching and learning process in the school.



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